

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION MEETING
RICHMOND, VIRGINIA

MINUTES

April 26, 2001

The Board of Education and the Board of Vocational Education met for the regular business meeting in Senate Room B of the General Assembly Building, Richmond, Virginia, with the following members present:

Mr. Kirk T. Schroder, President	Mrs. Susan L. Genovese
Ms. Susan T. Noble, Vice President	Mr. Scott Goodman
Mrs. Jennifer C. Byler	Dr. Gary L. Jones
Mr. Mark C. Christie	Mrs. Ruby W. Rogers
Mrs. Audrey B. Davidson	
	Dr. Jo Lynne DeMary
	Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 9:18 a.m.

INVOCATION AND PLEDGE OF ALLEGIANCE

Mr. Schroder asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF THE MINUTES OF THE BOARD

Mrs. Genovese made a motion to approve the minutes of the March 22, 2001, meeting of the Board. Copies of the minutes had been distributed previously to all members of the Board for review. The motion was seconded by Mrs. Davidson and carried unanimously.

APPROVAL OF AGENDA

The following items were added to the consent agenda: *Item G—First Review of the Notice of Intended Regulatory Action (NOIRA) to Promulgate Regulations Governing the Determination of Critical Teacher Shortage Areas for Awarding the Virginia Teaching Scholarship Loan Program* and *Item H—First and Final Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing the Employment of Professional Personnel*. *Item F—First Review of Certification and License Examinations for Student-Selected Test for Earning Verified Credit* was taken off the consent agenda.

Ms. Noble made a motion to approve the amended agenda. The motion was seconded by Mrs. Genovese and carried unanimously.

CONSENT AGENDA

The motion was made by Mrs. Genovese, seconded by Ms. Noble, and carried unanimously for approval of the consent agenda.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Fund
- Consent to Adopt Proposed Remedial Education Regulations Amendments Recommended by the Governor's Office
- Authorization to Conduct Public Hearings on the Draft History and Social Science Standards of Learning Teacher Resource Guide
- First and Final Review of the Notice of Intended Regulatory Action (NOIRA) to Promulgate Regulations Governing the Determination of Critical Teacher Shortage Areas for Awarding the Virginia Teaching Scholarship Loan Program
- First and Final Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing the Employment of Professional Personnel

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation that funding for four projects in the amount of \$26,130,957 be deferred and the projects placed on the First Priority Waiting List was accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY OR TOWN	SCHOOL	AMOUNT
Hopewell City	Carter G. Woodson	\$6,130,957.00
Danville City	George Washington High	\$7,500,000.00
Danville City	Langston Focus Center	\$5,000,000.00
Augusta County	Wilson Middle	\$7,500,000.00
	TOTAL	\$26,130,957.00

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve four new applications in the amount of \$26,130,957 subject to review and approval by the Office

of the Attorney General pursuant to Section 22.1-156, Code of Virginia was accepted by the Board of Education's vote on the consent agenda.

The projects listed include the Carter G. Woodson project in Hopewell City, whose application was received by the department after the project was bid. Consequently, pursuant to the Literary Fund Regulations, the Board has to declare this project an emergency in order to accept the application. In accordance with the Board of Education's actions at its March 2001 meeting, the Chairman of the Hopewell Public School Board has submitted a letter that: 1) outlines the nature of the emergency need for a Literary Fund loan; 2) acknowledges that the circumstances that created this emergency were created by Hopewell Public Schools and as such, Hopewell Public Schools accepts full responsibility for the emergency; and 3) commits that the circumstances of this emergency will never occur again. This letter fulfills the requirements placed on Hopewell Public Schools by the Board; therefore, it is recommended that this application be considered an emergency and placed on the approved application list.

COUNTY, CITY OR TOWN	SCHOOL	AMOUNT
Hopewell City	Carter G. Woodson	\$6,130,957.00
Danville City	George Washington High	\$7,500,000.00
Danville City	Langston Focus Center	\$5,000,000.00
Augusta County	Wilson Middle	\$7,500,000.00
	TOTAL	\$26, 130,957.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report on the status of the Literary Fund as of February 28, 2001 was accepted by the Board of Education's vote on the consent agenda.

Consent to Adopt Proposed Remedial Education Regulations Amendments Recommended by the Governor's Office

The Department of Education's recommendation that the Board adopt the proposed regulations, as amended, and submit the amended regulations for the next step in the Administrative Process Act (APA) procedures was accepted by the Board of Education's vote on the consent agenda.

Authorization to Conduct Public Hearings on the Draft History and Social Science Standards of Learning Teacher Resource Guide

The following was accepted by the Board of Education's vote on the consent agenda: the Department of Education will present the draft of the revised teacher resource guide to the Board of Education for first review at its May 24, 2001 meeting. To expedite the completion of the resource guide and to allow ample time for public comment on its contents, the Board of Education authorized the Superintendent of Public Instruction to announce and conduct, on behalf of the Board, two public hearings on the

draft History and Social Science Standards of Learning Teacher Resource Guide. The Department of Education will analyze the public comments and prepare a summary report for the Board. A final document that takes into consideration public comments will be presented to the Board for final review and adoption in June 2001.

First and Final Review of the Notice of Intended Regulatory Action (NOIRA) to Promulgate Regulations Governing the Determination of Critical Teacher Shortage Areas for Awarding the Virginia Teaching Scholarship Loan Program

The Department of Education's recommendation to waive first review and approve the NOIRA to promulgate Regulations Governing the Determination of Critical Teacher Shortage Areas for Awarding the Virginia Teaching Scholarship Loan Program was accepted by the Board of Education's vote on the consent agenda.

First and Final Review of the Notice of Intended Regulation Action (NOIRA) to Amend the Regulations Governing the Employment of Professional Personnel

The Department of Education's recommendation to waive first review and approve the NOIRA to amend the Regulations Governing the Employment of Professional Personnel was accepted by the Board of Education's vote on the consent agenda.

ANNOUNCEMENT OF THE DATE/LOCATION FOR PUBLIC HEARINGS ON THE DRAFT HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING TEACHER RESOURCE GUIDE

Dr. DeMary announced that public hearings for the History and Social Science Standards of Learning Teacher Resource Guide would be held at Thomas Jefferson High School in Richmond and George Wythe High School in Wytheville on June 4, 2001.

RESOLUTIONS AND RECOGNITIONS

Resolutions of Appreciation were presented to Members of the Revision Committee for the Standards of Learning for Health, Physical Education and Driver's Education. The are as follows:

Driver's Education Team Consultant

Carol Hardin, Fairfax County Public Schools

Driver's Education Sol Steering Committee

Lynn Newcomb, Chesterfield County Public Schools

Janet Ragland, Richmond City Public Schools

Don Roth, Fairfax County Public Schools

Dick Tyson, Newport News City Public Schools

Driver's Education SOL Writing Committee

Christie Ake, Chesapeake City Public Schools
Steve Banner, Russell County Public Schools
David Crowder, Mecklenberg County Public Schools
Jo Embrey, Stafford County Public Schools
Lisa McDaniels, Prince George County Public Schools
Susie Neuhauser, Albemarle County Public Schools
Rick Wharam, Albemarle County Public Schools
Susan Wiker, York County Public Schools

Physical Education SOL Writing Team

Barbara Cavanaugh, Harrisonburg City Public Schools
Terry Gooding, Newport News City Public Schools
Carol Jay, Chesapeake City Public Schools
Michael Justice, Stafford County Public Schools
Nancy Markos, Albemarle County Public Schools
Vicki Miller, Chesterfield County Public Schools
Stephanie Ross, Newport News City Public Schools
Ron Trainum, Williamsburg/James City Public Schools

Health And Physical Education Steering Committee

Steve Geiman, Augusta County Public Schools
Ginger Jenkot, Virginia Beach City Public Schools
Susan Miller, Montgomery County Public Schools
Sherrie Payne, Norfolk City Public Schools
Lindsay Shephard, Virginia Beach City Public Schools
Jeannie Trainum, Williamsburg/James City Public Schools
John Trott, Hanover County Public Schools
Alma Withers, Stafford County Public Schools

Health Education SOL Writing Team

Ruth Epperson, Greensville County Public Schools
Susan Monroe, Chesapeake City Public Schools
Kay Oldacker, Fauquier County Public Schools
Warren Pruett, Chesterfield County Public Schools
Lisa Ward Rucker, Prince William County Public Schools
Michael Vogan, Fairfax County Public Schools
Sonia Williams, Stafford County Public Schools

Physical Education SOL Writing Team Consultant

Leslie Lambert, Department of Education and Physical Education, Roanoke College

Department Of Education Staff

Vanessa C. Wigand, Specialist in Health, Physical Education, and Driver Education
Dr. Sandy Dofflemeyer, Specialist in Health and Physical Education
Maureen B. Hajar, Director of Middle School Instruction
Dr. James Heywood, Director of Elementary Instruction

A Resolution of Recognition was presented honoring Chase City Elementary School, Mecklenburg County Public Schools, one of six national winners of the Second Annual Chase School Award, sponsored by the Fordham University Graduate School of Education and the Chase Manhattan Foundation of New York. The following persons were present to accept the Resolution:

Mrs. Hilda Puryear, principal
 Mrs. Rebecca Perry, division superintendent for Mecklenburg County Public Schools
 Beverley Bailey, Teacher, Grade 5
 Sandy Boswell, Teacher, Grade 1
 Lorna Rainey, Teacher, Grade 4
 Faye Bruce, Teacher, Grade 5
 Kelly Colgate, guidance counselor
 Carol Bowman, ISTT

Resolutions of Recognition for Outstanding Performance in the International Mathematics Modeling Contest, sponsored by the Consortium for Mathematics and Its Applications, were presented to the following persons. The Board also recognized Dr. John Turner, a former Department of Education employee from 1971-1979. Dr. Turner was instrumental in convincing the General Assembly to add “including the gifted” to the phrase regarding special education services in the Standards of Quality issued in 1971. Since that time he has served as an honorary member of the Virginia Advisory Committee for the Education of the Gifted, where his leadership and perspective are greatly appreciated.

Governor's School for Government and International Studies—University Level Team

Finale Doshi
 Jonathan Charlesworth
 Joseph Gonzalez
 Dr. John Barnes, Team Advisor
 Paul Tiscornia, Director of the Governor's School

Governor's School for Government and International Studies—High School Level Team

Ben Easter
 Devin Yagel
 Eric Nielson
 Kostya Lantsman

Math/Science Center at Clover Hill High School Team

Keith Bachmann
 Gregory Hensley
 Justin Ward
 Daniel Genovese
 Jenny Dertinger
 Chia-Shing Yang
 Young Kim
 Matt Lynch
 Tyler McCall
 Jackie Horak
 Dena Henderson

Math/Science Center at Clover Hill High School Team (continued)

Daniel Harris
Cory Clayton
Nicole Kessinger
Tejas Shah
Christopher Pouzou
Mark Henin
Kelly Sullivan
Robin Kessinger
Alec Armstrong
Samantha Freeman
Katie Ramsdell
David Barban
Diane Leighty, Faculty Advisor
Sloan Burns, Coordinator of the Math and Science Center
Dr. Brenda Mayo, Principal

Mills E. Godwin High School Teams

Bernard Farley
Scott Henry
Ryan Cutright
Eric Lauer
Gene Berdichevsky
Michael Jordan
Steven Driskill
Erik Martin
Deanna Arble
Brian McBeath
Ling-Lun (Bob) Hsia
Stephen Sojka
Praveen Rao
Tiffanie Jones
Erin Eaheart
Steele (Tim) Switzer
Ann W. Sebrell, Faculty Advisor
John McGinty, Principal

Varina High School Teams

Justin Greene
Jonathan Foote
Jennifer Lawnence
Adam Wilson
Kacie Singlemann
Raquel Johnathan
Jason Longest
Tiffany Slaughter
Raymond Palmer
Thomas Brown
Nikki Dunn
Robbie Hott
Skip Tyler and Rich Graul, Faculty Advisors
Mr. Gerald Kenner, Principal

A Resolution of Recognition for Outstanding Performance at the Southeastern Theatre Conference Secondary School Play Festival was presented to the George Wythe High School Drama Team. They are as follows:

Cast Members

Chinedu Eze
Kristopher Tyler
George Mason
Matthew Brown
Shonte Fountain
Requel Mckeever
Jasmine Benjamin
Danielle Piper
Eboni Lomax
Shavonne Seymour
Ashley Herndon
Latora McLaughlin

Crew

William Crawford
Jose Pomier

Musical Director

David Corey

Drama Teacher

Derome Scott Smith

Resolutions of Recognition were presented to Members of the Board of Education's Inaugural Student Advisory Committee. They are as follows:

William S. Bowser, Richmond Community High School, Richmond City Public Schools
Emily L. Browning, Damascus Middle School, Washington County public Schools
Jonathan Cross, Washington Irving Middle School, Fairfax County Public Schools
Ryan Elizabeth Durham, Jones Magnet Middle School, Hampton City Public Schools
Naaila S. Gray, Jamestown High School, Williamsburg-James City Public Schools
Ryan M. Scofield, Broad Run High School, Loudoun County Public Schools
Patrick R. Haley, Western Albemarle High School, Albemarle County Public Schools
Adam T. Erby, Lunenburg Middle School, Lunenburg County Public Schools
Steven Matthew Musick, Honaker High School, Russell County Public Schools
E. Kemp Newman, Jr., Bassett High School, Henry County Public Schools
Kathryn A. Ramsey, Halifax County High School, South Boston Public Schools
Leslie Gayle Stevens, Essex High School, Essex County Public Schools

Consideration of Proposed Amendments to the Regulations Establishing the Career Switcher Alternative Route to Licensure

On October 19, 2000, the Board of Education approved an amendment to the Licensure Regulations for School Personnel to establish a "career switcher" alternative route to licensure for military personnel. The Board of Education also approved a Notice of Intended Regulatory Action (NOIRA) to further amend regulation 8 VAC 20-21-10 et. seq. to establish an alternative route to licensure for all career fields. On November 30, 2000, the Board approved expanding the career switcher pilot program to other professions.

At the January 11, 2001, Board of Education meeting, the Board approved the regulatory language for the public comment phase of the Administrative Process Act (APA) and the continuation of career switcher alternative route to licensure pilot

programs for other professions, including military personnel, during the summer of 2001 and the 2001-02 academic school year.

In compliance with Executive Order 25 (98) addressing Development and Review of Regulations Proposed by State Agencies, the proposed regulatory packet was submitted to the Department of Planning and Budget (DPB) and the Office of the Secretary of Education. The DPB staff communicated concerns with several provisions in the proposal. These concerns resulted in major revisions to the regulatory language that was approved by the Board of Education on January 11, 2001.

Mr. Christie made a motion to withdraw the November 30, 2000 regulations and approve the proposed revisions for continuation of the APA, including the 60-day comment period. The motion was seconded and carried unanimously.

First Review of Accountability Advisory Committee's Recommended Additional Substitute Tests for Verified Credit

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit: the Board from time to time may approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must at a minimum, meet the following criteria: (1) the test must be standardized and graded independently of the school or school division in which the test is given; (2) the test must be knowledge-based; (3) the test must be administered on a multi-state or international basis; and (4) to be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

Mrs. Byler made a motion to incorporate *Item F, First Review of Certification and License Examinations for Student-Selected Test for Earning Verified Credit*, into the following resolution. The resolution will now also include additional substitute assessments recommended by the Accountability Advisory Committee. Dr. Jones seconded the motion, and it was carried unanimously.

***Resolution of the Board of Education:
Additional Substitute Tests and Certification and License Examinations Approved
for Earning Verified Credit***

WHEREAS, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:

8VAC 20-131-110.B Standard and verified units of credit

...The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;

2. The test must be knowledge-based;
3. The test must be administered on a multi-state or international basis; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

8 VAC 20-131-50.B-4 (Footnote 5. and C.2, Footnote 5) Requirements for graduation.

Verified Credits Required: 1

Student Selected Test⁵

⁵A student may utilize additional assessments for earning verified credit in computer science, technology, or other areas as prescribed by the Board in 8VAC 20-131-110.B.; and

WHEREAS, in September 2000, the Board approved criteria and additional substitute tests for verified credit and an initial list of certifications and examinations to satisfy the requirements for the Board of Education's Career and Technical Education Seal and the technology requirement for the Board of Education's Seal of Advanced Mathematics and Technology;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that Attachment A—certification and license examinations and Attachment B—additional substitute tests are approved by the board for earning verified credit.

Adopted in Richmond, Virginia. This Twenty-Sixth Day of April in the Year 2001.

The attachments for this resolution are Attachment A and Attachment B, included at the end of this document.

At the request of the Accountability Advisory Committee, Mrs. Byler read the following statement:

The Accountability Advisory Committee, through its recent unanimous approval of the substitute tests, strongly affirms its support for career and technical education and college preparatory education. We strongly recommend that the State Board of Education develop a communications plan for K-12 educators, the general public, and the business community regarding these actions.

Final Review of the Revised Physical Education Standards of Learning

Dr. Sandra Dofflemyer, specialist for health and physical education, grades K-12 at the Department of Education, presented this item. The draft document of the revised standards was submitted for first review at the February 15, 2001, Board of Education meeting. The public comment period, which included two public hearings on April 3, 2001, in Williamsburg and Fredericksburg, was held following the Board's acceptance of the draft document. The 34 comments received from 8 school divisions, 4 organizations, and parents were supportive of the revised standards, with one individual providing a good suggestion for a few editorial changes (K.1a, 4.2d moved to 4.4d, and 6.1c). There were also comments requesting a state assessment of the standards, mandatory daily physical education kindergarten through grade 12, and issues that should be addressed during curricular development at the division level.

The steering committee and the Department of Education specialists reviewed and discussed the public comments. Based on discussions and directions by the steering committee, the Department of Education staff edited the revised standards as proposed February 15.

Mr. Christie made a motion to accept for final review and adopt the resolution on the proposed Physical Education Standards of Learning. Mrs. Rogers seconded the motion, and it carried unanimously. The resolution reads as follows:

***Resolution of the Board of Education:
Revised Physical Education Standards of Learning***

WHEREAS, in April 1999, the Board of Education approved a plan to review and revise the 1988 Physical Education Standards of Learning; and

WHEREAS, a steering committee, a consultant, and writing team reviewed and revised the 1988 Physical Education Standards of Learning; and

WHEREAS, the Board has conducted public hearings on the revised Physical Education Standards of Learning and comments from those hearings have been incorporated into the final document;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that the revised Physical Education Standards of Learning be approved for implementation in Virginia's public schools.

Adopted in Richmond, Virginia, This Twenty-Sixth Day of April in the Year 2001.

Final Review of the Revised Health Education Standards of Learning

Dr. Dofflemyer also presented this item. The draft document of the revised Standards was submitted for first review at the February 15, 2001, Board of Education meeting. The public comment period, which included two public hearings on April 3, 2001, in Williamsburg and Fredericksburg, was held following the board's acceptance of the draft document. The 19 comments received from five school divisions and three organizations provided substantial support for the revised standards. There were also comments related to the need for a state assessment of the standards and issues that should be addressed during curricular development at the division level.

The steering committee and the Department of Education specialists reviewed and discussed the public comments. Based upon the public comments received, it was not necessary to change the revised standards as proposed February 15.

In response to questions raised by Mr. Christie, there was a brief discussion of standards 3.5, 5.5, 9.5, and 10.5. Mrs. Byler made a motion to add the words "and treatment of common injuries after safety" in standard 1.3.a-g. The motion failed due to lack of a second. Mr. Goodman made a motion to add "including care for one's teeth" to standard 1.2.a. The motion was seconded by Mrs. Byler and carried unanimously.

Mrs. Davidson made a motion to accept for final review and adopt the resolution of the proposed Health Education Standards of Learning. The motion was seconded by Ms. Noble and carried unanimously. The resolution reads as follows:

***Resolution of the Board of Education:
Revised Health Education Standards of Learning***

WHEREAS, in April 1999, the Board of Education approved a plan to review and revise the 1988 Health Education Standards of Learning; and

WHEREAS, a steering committee, a consultant, and writing team reviewed and revised the 1988 Health Education Standards of Learning; and

WHEREAS, the Board has conducted public hearings on the revised Health Education Standards of Learning and comments from those hearings have been incorporated into the final document;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that the revised Health Education Standards of Learning be approved for implementation in Virginia's public schools.

Adopted in Richmond, Virginia, This Twenty-Sixth Day of April in the Year 2001.

Student Advisory Committee Member Comments on Physical Education Credits

Patrick Haley, a member of the Board of Education's Student Advisory Committee, made a brief statement on the requirements of physical education in relation to athletics. Patrick said that a common problem with student athletes is that they have to fulfil their graduation requirements with physical education requiring graded activities such as long runs or other physical activities on the same day they have to participate in a sporting event. Patrick said this sometimes hampers students from performing to the best of their ability.

Patrick stated that there are a couple of things he would like the Board of Education to take into consideration to remedy this situation. First is the suggestion to allow high school credits for the graduation requirements to be earned in middle school. Patrick said that currently, there is the 8th grade SOL option for health and physical education and if the high school 9th and 10th grade credits could be taken in 8th grade, it would help students earn credits.

Second is the suggestion to allow students to play sports in lieu of physical education and allow sports to count as credits for graduation. Patrick said this would be beneficial to student athletes and schools because it would encourage more students to play sports if they could earn physical education credits, and it would improve the quality of play in sporting events. This would also give students something to do in the afternoon if they are playing sports for school credits.

Mr. Schroder thanked Patrick for his suggestions and said the Board will discuss these issues when the committee meets.

Final Review of the Revised Driver Education Standards of Learning

Vanessa Wigand, specialist for health, physical education, and driver education, grades 6-12, at the Department of Education, presented this item. The draft document of the revised Standards was submitted for first review at the February 15, 2001, Board of Education meeting. The public comment period, which included two public hearings on April 3 in Williamsburg and Fredericksburg, was held following the board's acceptance of the draft document. Based on the positive nature of the public comments, the steering committee and the Department of Education staff felt that it was not necessary to edit the revised standards as proposed on February 15.

Mr. Christie made a motion to accept for final review and adopt the resolution of the proposed Driver Education Standards of Learning. The motion was seconded by Mrs. Davidson and carried unanimously. The resolution reads as follows:

***Resolution of the Board of Education:
Revised Driver Education Standards of Learning***

WHEREAS, in April 1999, the Board of Education approved a plan to review and revise the 1988 Driver Education Standards of Learning; and

WHEREAS, a consultant, a steering committee, and a writing team reviewed and revised the 1988 Driver Education Standards of Learning; and

WHEREAS, the Board has conducted public hearings on the revised Driver Education Standards of Learning and comments from those hearings have been incorporated into the final document;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that the revised Driver Education Standards of Learning be approved for implementation in Virginia's public schools.

Adopted in Richmond, Virginia, This Twenty-Sixth Day of April in the Year 2001.

Resolution of Leadership in Arts Instruction Awards

Mr. Schroder presented this item. In recognition of outstanding leadership in arts instruction at all levels, the Board of Education is requested to consider establishing a Leadership in Arts Instruction Awards program to be co-sponsored by the Virginia Commission for the Arts. For purposes of this award, the arts will include creative writing, dance, music, the visual arts, and theatre. The Board of Education and the Virginia Commission for the Arts will recognize, through a nomination and selection process, local school division superintendents, school principals, local school board members, heads of cultural organizations, etc., as recipients of the Leadership in Arts Instruction Award. Mr. Schroder would represent the Board of Education's interest in working with the Virginia Commission for the Arts in establishing the process and criteria for nominating and selecting the award recipients.

Implementation of the proposal would involve establishing a process for receiving nominations and reviewing and granting awards. It is anticipated that awards will be made on a quarterly basis at meetings of the Board of Education. The individuals honored for Leadership in Arts Instruction will be presented with a certificate of resolution. The work of these individuals will be highlighted on the Web sites of the Department of Education and the Commission for the Arts. The award recipients will be selected on the basis of leadership for sustained curriculum-based instruction in the arts; sustained advocacy for instruction in the arts as essential to a complete education; or development of innovative instructional programs in the arts or innovative collaborations between schools, artists, and cultural organizations.

Dr. Carol Hubbard of the Virginia Fine Arts Coalition expressed appreciation for the Board's support. Dr. Hubbard said it is a real milestone in education in Virginia for the Board of Education to give such strong support to the arts. Dr. Hubbard said the arts are important for a full education for every child in Virginia.

Mrs. Davidson made a motion to adopt the resolution to establish a Leadership in Arts Instruction Awards program. The motion was seconded by Mrs. Rogers carried unanimously. The resolution reads as follows:

***Board of Education Resolution:
Leadership in Arts Instruction Awards***

WHEREAS, in recognition of outstanding leadership in arts instruction at all levels, the Board of Education will establish a Leadership in Arts Instruction Awards program to be co-sponsored by the Virginia Commission for the Arts. For purposes of this award, the arts will include creative writing, dance, music, the visual arts, and theatre; and

WHEREAS, the Board of Education and the Virginia Commission for the Arts will recognize, through a nomination and selection process, local school division superintendents, school principals, local school board members, heads of cultural organizations, etc., as recipients of the Leadership in Arts Instruction Award; and

WHEREAS, Kirk T. Schroder will represent the Board of Education's interest in working with the Virginia Commission for the Arts in establishing the process and criteria for nominating and selecting the award recipients; and

WHEREAS, the award recipients will be selected on the basis of leadership for sustained curriculum-based instruction in the arts; sustained advocacy for instruction in the arts as essential to a complete education; or development of innovative instructional programs in the arts or innovative collaborations between schools, artists, and cultural organizations;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that the Leadership in Arts Instruction Awards program will be established to recognize the work and contributions of educational leaders at all levels.

Adopted in Richmond, Virginia, This Twenty-Sixth Day of April in the Year 2001.

Report from the Board of Education's Student Advisory Committee

The Board of Education's newly-appointed Student Advisory Committee met for the first time on April 25, 2001 at the Crowne Plaza Hotel in Richmond. Mr. Schroder presided at the meeting, assisted by Ms. Noble and Mrs. Genovese. During the meeting, the members of the Student Advisory Committee discussed organizational goals and identified issues of concern to students in the public schools statewide.

The Student Advisory Committee consists of one high school student from each of the Department of Education's eight Superintendent's Regions and four middle school students selected at large, as specified in Article Ten of the Board of Education's by-laws. The board selected the Student Advisory Committee members from more than 100 nominees submitted by schools and student organizations. Students were chosen based on academic performance, communication and leadership skills, involvement in extra-curricular activities, and interest in government. The selection process included written essays and interviews conducted by Mr. Schroder and other board members.

Following is a summary of the report given by the Student Advisory Committee. During the meeting, students got acquainted with one another and got together in small groups to formulate a mission statement. The groups brainstormed about what they believed to be the role of the student advisory committee. After each group compiled statements, the group met as one body, and selected areas of agreement from the proposed mission statements of all the groups and prioritized them. Together the group created the following mission statement:

The Student Advisory Committee to the Board of Education will represent and serve the students of Virginia by acting as a liaison between students and the board, understanding and voicing the concerns and issues facing students, give a fresh perspective to the board members, and using our diversity as a collective voice to provide feasible solutions.

The students identified four major concerns of importance to the Student Advisory Committee. They are (1) curriculum; (2) funding; (3) teachers; and (4) Standards of Learning.

Under the topic of funding, students discussed: (1) the availability of technology; (2) the allocation and distribution of state funds to school divisions and the formulas used to do this; (3) the role of accreditation on funding; (4) the impact of the accreditation on funding; and (5) funding for students with disabilities.

Some of the students' major concerns under the topic of the Standards of Learning were: (1) the availability and use of SOL textbooks and teaching materials; (2) the role that the test plays; (3) student tutors in remediation; (4) the feasibility of using essay or discussion questions on SOL tests; and (5) the choice of SOL with physical education for athletes.

The group identified the following items under teacher issues: (1) compensation supply and incentives; (2) qualifications and licensure which addressed the Praxis Tests; (3) substitute teacher qualifications; (4) teacher/student ratio and recruitment; (5) role of student teaching; and (6) contracts and working conditions for teachers.

Under the topic of curriculum, the students discussed: (1) the availability of advanced classes including AP courses; (2) grouping, which is separating students into advanced or not advanced classes; (3) satellite courses and the availability of distance learning opportunities; (4) the availability of career and technical courses; and (5) the availability of high school credit courses in middle school.

At the next meeting of the Student Advisory Committee, the members will vote on the above issues in order to decide which to are most important for focus and attention. After the Board meeting, the committee will finalize the date for the next meeting and the dates of the quarterly fall and winter meetings for next year. The students discussed the logistics of contact between the members of the committee and board members between the regular scheduled meeting. The committee did not add any by-laws, which were already pre-determined by the Board. Therefore, the Student Advisory Committee is structured and ready to begin their work and leave a lasting impression on Virginia.

The Board received the report of the Student Advisory Committee.

Reconvening of the Superintendents' Report Card Committee

Mr. Schroder and Dr. DeMary presented this item. The Standards of Accreditation (SOA) require that the Department produce a School Performance Report Card. Such report card must contain specific information as outlined in the SOA. At a recent Superintendent's Leadership Advisory Committee meeting, the issue of the timing of the production and dissemination of the report card was discussed. The superintendents indicated that as Standards of Learning scores and school accreditation information have become available on the Department's Web site, newspapers around the state, and other media, the timeliness and usefulness of the report card has been negatively impacted.

A few years ago, there was a Superintendent's Advisory Committee on the School Report Card, chaired by Dr. Stewart Roberson, superintendent of Hanover County Public Schools. Dr. Roberson was present at the meeting today, and Mr. Schroder invited Dr. Roberson to come forward and make any comments that he wished to make at this time. Dr. Roberson noted that the committee met and made several recommendations to improve the report card. Those recommendations were accepted by the Board and were subsequently implemented.

Ms. Noble made a motion that the Ad Hoc Committee that was chaired by Dr. Roberson be re-convened to review the status of the School Performance Report Card and that this reconvened committee be asked to make recommendations to the Accountability Advisory Committee regarding future report card implementation. The motion was seconded by Mrs. Davidson and carried unanimously.

Mr. Schroder thanked Dr. Roberson for his service to the Board in helping to make the Report Card effective and productive.

Final Review of a Request for Approval of an Innovative Program Involving an Alternative Staffing Plan for Library-Media Services

Mr. Charles Finley, assistant superintendent for accreditation at the Department of Education, briefed the Board on this item.

The Cumberland County Public Schools developed an alternative staffing plan in an effort to provide students with additional instruction in English and mathematics, to provide additional technical support in the media center, and to maintain library media services at a level to meet the needs of students attending the middle and high schools. The proposed staffing plan is innovative in that it seeks to provide alternative staffing for a library-media center that is shared by the middle and high schools. The plan provides a technology specialist instead of a second librarian to assist students with their technological needs for research and in achieving the requirements for the technology Standards of Learning.

Cumberland County Public Schools' middle and high schools use the same media center. Our projected enrollment for both schools will not exceed 700 students for the next few years. Currently, the schools have two full time media specialists providing services to students in one very small facility. Cumberland County Public Schools' middle and high schools use the same media center. Both the Standards of Quality and the accrediting standards require a full-time librarian when enrollment reaches 300 students at both the middle school and high school levels and two full-time librarians when enrollment reaches 1000 students at each level. The projected enrollment for both schools in Cumberland will not exceed 700 students total for the next few years. Two full-time librarians are unnecessary in this situation and the only relief to the school division is through the innovative program process. The division plans to use the position to add instructional staff to the math and English departments.

Mrs. Byler made a motion to the approve the request of the Cumberland County Public Schools and adopt the resolution with the following conditions:

1. The approval is valid for three years beginning with the 2001-02 school year;
2. The division superintendent shall provide written assurance that there will be no reduction on student access to the library media center for research,

leisure reading, and other enrichment activities before, during and after school; and

3. The school division must advise the Superintendent of Public Instruction at the end of each school year of the extent to which the Department of Education's Office of Instructional Materials and Training has been used for technical and consultant services.

The motion was seconded by Mrs. Genovese and carried unanimously. The resolution reads as follows:

***Resolution of the Board of Education
Governing the Approval of an Innovative Staffing Plan
for the Cumberland County Public Schools***

WHEREAS, the Standards of Quality for Public Schools, in ' 22.1-253.13:3.B.4 of the Code of Virginia set the student-staff ratios for school personnel, including principals, assistant principals, guidance counselors, librarians, and clerical support staff; and

WHEREAS, this provision also allows the Board of Education to grant waivers of those staffing requirements for school divisions seeking to implement experimental or innovative programs that are not consistent with the staffing levels required by the section; and

WHEREAS, until 1999, these staffing requirements were found only in the accrediting standards and there was a provision allowing the Department of Education to approve an alternative staffing plan as long as the plan did not reduce the total number of staff required; and

WHEREAS, the 1999 General Assembly adopted language superceding those provisions that requires schools to seek approval of an experimental or innovative program to provide alternative staffing plans; and

WHEREAS, the Cumberland County Public School division is a very small rural school division located in the central part of Virginia with a total student enrollment of less than 1,300 students (K-12) for the 2000-2001 school year and projections that enrollment for both the middle and high schools will not exceed 700 students for the next few years; and

WHEREAS, the Cumberland County School Board is required to employ two full-time media specialists to provide services to students in one very small facility that serves both the middle and high schools, and such staffing exceeds what would be required by the Standards of Quality in a single school serving a student population of 700 students; and

WHEREAS, the Cumberland County School Board carefully considers the level of services available to educate children in the county, and with the approval of the alternative staffing plan, it can provide additional instructional staff for the core academic program and continue to provide adequate media and technology services to students;

BE IT RESOLVED THAT the Board of Education approves the alternative staffing plan that would provide for the employment of one full-time media specialist, one full-time media services aide, and the support of a technology coordinator to staff the library-media center at Cumberland Middle and High Schools for three years beginning with the 2001-02 school year; and

BE IT FURTHER RESOLVED THAT the approval is conditioned upon the following:

1. The division superintendent shall provide written assurance that there will be no reduction on student access to the library media center for research, leisure reading, and other enrichment activities before, during and after school.
2. The school division must advise the Superintendent of Public Instruction at the end of each school year of the extent to which the Department of Education's Office of Instructional Materials and Training has been used for technical and consultant services.

Adopted in Richmond, Virginia on This Twenty-Sixth Day of April in the Year 2001.

Final Review of an Alternative for the Praxis I Assessments for Initial Licensure

Dr. Thomas Elliott, assistant superintendent for teacher education and professional licensure, presented this item. House Bill 2123, which was passed by the 2001 General Assembly, amends Section 22.1-298 of the *Code of Virginia* directing the Board of Education to review passing scores for the professional teacher's examination required for initial licensure and to make such modifications to the passing scores as the Board may deem appropriate, which may include, but need not be limited to, composite scoring.

The following two alternatives for passing scores for the Praxis I assessments are recommended to the Board of Education for consideration:

Alternative 1: Establish a composite score—one passing score based on the sum of all three tests—with a minimum score for each test; and

Alternative 2: Establish a composite score—one passing score based on the sum of all three tests—without a minimum score for each test. In both alternatives, the composite scores of 532 for PPST and 973 for CBT are based on the current scores approved by the Board of Education.

Mr. Schroder invited persons in the audience to speak to this topic. The following persons spoke on this issue:

David Marker

Jim Beers for Dr. Virginia McLaughlin

Ms. Noble made a motion to amend the resolution to include Alternative 2 (establish a composite score—one passing score based on the sum of all three tests—without a minimum score for each test). In both alternatives, the composite scores of 532 for PPST and 973 for CBT are based on the current scores approved by the Board of Education. Mrs. Genovese seconded the motion.

Mrs. Davidson made a substitute motion to use the scores that were originally recommended by the panel of 33 Virginia practitioners who participated in the validation and standard-setting studies of Praxis I conducted on May 4-5, 1994, by the Educational Testing Service (ETS) in collaboration with the Virginia Department of Education

(Reading: 176; Writing: 173; and Mathematics: 175; with a composite score 524). The motion failed for lack of a second.

Ms. Noble made a substitute motion to adopt a resolution that would strike the third paragraph of “whereas” that notes the two alternatives and insert the following in the final paragraph:

NOW, THEREFORE, BE IT RESOLVED that the Board of Education shall approve in addition to current Board guidelines for teacher licensure and Praxis I assessments, the Board establish a Praxis I composite passing score, one passing score based on the sum of the Praxis I reading, writing, and mathematics tests and the composite scores shall be as follows: PPST 532; CBT 973.

The motion was seconded by Mrs. Genovese and carried unanimously. The resolution reads as follows:

***Resolution of the Board of Education:
Alternative for the Praxis I Assessments for Initial Licensure***

WHEREAS, Section 22.1-298 of the *Code of Virginia* stipulates that the Board of Education regulations shall include a requirement that teachers seeking initial licensure take a professional teacher’s examination prescribed by the board; and

WHEREAS, House Bill 2123 passed by the 2001 General Assembly amends Section 22.1-298 of the *Code of Virginia* directing the Board of Education to review passing scores for the professional teacher’s examination required for initial licensure and make such modifications to the passing scores as the board may deem appropriate, which may include, but need not be limited to, composite scoring; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education shall approve in addition to current Board guidelines for teacher licensure and Praxis I assessments, the Board establish a Praxis I composite passing score, one passing score based on the sum of the Praxis I reading, writing, and mathematics tests and the composite scores shall be as follows: PPST 532; CBT 973.

Adopted in Richmond, Virginia, This Twenty-Sixth Day of April in the Year 2001.

Mr. Schroder said this clarifies the three tests, stating the composite scores and, at the same time, makes sure that current licensure practices already available are not eliminated. He thinks this is an important issue for the Board, because it allows teachers to teach in their designated field and, at the same time, ensures a minimum level of proficiency in that subject area. Mr. Schroder added that, during the past year, several people have handed him the Praxis I math test, thinking he would have sympathy for the test. With the exception of three or four questions pertaining to Algebra, most of the questions on the test are basic skills needed in everyday society. Mr. Schroder said he thinks it is desirable to have all teachers pass a proficiency or basic skills test before they start teaching.

Teachers who previously had not met the Praxis scores, and due to the Board’s action, will now meet the Praxis scores, should resubmit their application for licensure. Dr. Elliott said his office will issue those licenses immediately.

The superintendents were previously informed that this issue would be discussed at the Board's April meeting and will be notified immediately the results of the Board's action pertaining to Praxis I.

Informational Report on Summer 2001 Plans to Conduct Career Switcher Pilots

Dr. Winston Odom, education specialist for alternative licensure and recruitment at the Department of Education, submitted this report to the Board

The Career Switcher Alternative Route to Licensure Pilot Program for Military Personnel for the 2000-2001 academic year will conclude in the summer of 2001. The Board of Education approved a Career Switcher Alternative Route to Licensure Pilot Program for Other Professions for the 2001-02 academic year. Both of these pilot programs are supported with funds from the General Assembly.

The General Assembly appropriated funding to support 100 candidates in the career switcher program for the 2001-02 academic school year. Participants in future programs will be assessed a fee by the program provider for participation in the program.

The Department of Education has received three competitive state grant proposals to conduct the career switcher program for other professions for 2001-02 in the following four sections of the state: Northern Virginia, Tidewater, the Richmond metropolitan area, and Southwest Virginia. A panel met on April 9, 2001, to review the proposals and to make recommendations to Department of Education personnel.

The Department of Education also has received program certification proposals from an institution of higher education and a private company, in collaboration with public schools, to conduct Career Switcher Alternative Route to Licensure Program for Military Personnel. Individuals completing these programs will be assessed a fee by the program provider.

The Board received the report on plans to conduct career switcher pilot programs for professions other than career military personnel during the 2001-02 academic school year.

Informational Report on Charter Schools

Mr. George Irby, director, Office of Compensatory Programs at the Department of Education, submitted this report to the Board.

The legislative session of the 2000 Virginia General Assembly resulted in amendments to charter school statutes passed in 1998 and 1999. The amended legislation authorizes the creation of regional charter schools; defines charter schools as public schools that are subject to the requirements of the Standards of Quality, Standards of

Learning, and the Standards of Accreditation; and requires each local school board to give public notice by December 31, 2000 of its intent to accept applications for charter schools. The legislation further requires local school boards to submit annual reports on the progress of charter schools to the state Board of Education.

The Virginia Department of Education was awarded a three-year grant from the federal Public Charter Schools Program in the amount of \$2,105, 263. The grant is awarded on a competitive basis as a subgrant to new charter schools for planning, developing, and implementation. The current level of funding for each subgrant is \$100,000.

Mr. Irby reported that all local school boards met the public notice requirement of the intent to accept applications for charter schools. Of the 132 local school boards, 80 voted *yes* and 52 voted *no*. Three charter schools have been approved. Victory Academy in Gloucester County opened to students in January 2000. Blue Ridge Technical Academy in Roanoke City opened in September 2000 for planning and expects to enroll students in September 2001. New Opportunity for Winning (NOW) was approved by the Franklin County school board on February 12, 2001, and it plans to open in August 2001.

The Board accepted the Annual Report on Charter Schools.

Workplan for the Review of the K-12 Mathematics Standards of Learning

The Board voted unanimously to add this item to the agenda. Dr. DeMary presented this item.

The Mathematics Standards of Learning are the next standards the Board agreed to review. Dr. DeMary said this will be a more streamlined review and revision process than the Board used with the History and Social Science Standards of Learning. Dr. DeMary noted that the Mathematics Standards have been nationally recognized for rigor and content, and the Board will probably receive less e-mail than it has received on some of the other content areas.

Dr. DeMary asked for the Board's approval to use an *on-line form* to solicit feedback on the Mathematics Standards of Learning from the field since the Department has had a small basis of feedback over the last five years on the Mathematics Standards of Learning in terms of what any intended consideration should be for revision. A request will be sent to superintendents asking them to nominate persons to serve on the steering committee once the Board approves the workplan.

In September, the Department will bring to the Board a draft document for first review and public hearings will take place in October. Staff will also be working on the Teacher Resource Guide at the same time. In November the Standards of Learning will be presented to the Board for final review.

Mrs. Davidson made a motion to adopt the Work Plan for Review of the K-12 Mathematics Standards of Learning. The motion was seconded by Mrs. Genovese and carried unanimously.

Clarification of the Vote Taken by the Board of Education at the Meeting on March 22, 2001 on Item K: First Review of a Request for Approval of an Innovative Program Involving Opening Prior to Labor Day from the Virginia Beach City Board of Education

Mr. Schroder disqualified himself from the discussion and action on this issue because his law firm has provided legal counsel to the Virginia Hospitality and Travel Association. Mr. Christie disqualified himself for similar reasons. Ms. Noble presided on this issue.

Mrs. Joan Murphy, of the Attorney Generals Office, said that this item is on the agenda because when the Board voted on this matter last, a straight motion was made instead of moving the matter in resolution form which is the Board's custom. This item clarifies the resolution and affirmatively states the Board's action, which was taken last month. Mrs. Murphy ask the Board to consider this at this meeting and if the proper motion is made to pass it.

Ms. Noble said that several people have asked to speak before the resolution is brought forth, and she would like to honor their request. In response to an objection raised by Mrs. Byler, Ms. Noble said that the Board allowed people to speak earlier on other issues, and she will allow people from both sides of this issue to speak.

The following persons spoke during public comment:

Mr. Tom Lisk, Virginia Hospitality and Travel Association
Mr. Phil Abraham, director and general counsel of the Vector Corporation
Dr. Timothy R. Jenney, division superintendent of Virginia Beach Public Schools

The Board members received a draft resolution in the packet sent to them prior today's meeting. Mrs. Byler made a motion to approve the resolution in the Board's packet with the following revisions. The new language is underlined. Mrs. Davidson seconded the motion.

NOW, THEREFORE BE IT RESOLVED THAT the Board approves, for three year beginning with the 2001-02 school year, the innovative program proposed by the Virginia Beach Public Schools that operates on an extended year and extended day schedule and grants a waiver of the provisions of ' 22.1-79.1 of the Code to open prior to Labor Day only for the school year 2001-02 which will be extended upon application in the remaining years of the approved innovative program.

AND BE IT FINALLY RESOLVED THAT, as a result of action that may be taken by the General Assembly of Virginia that results in a change in the provisions of ' 22.1-79.1 of the Code of Virginia, the approval to operate programs requiring schools to open prior to Labor Day may be withdrawn by the Board of Education upon notification to the Virginia Beach City School Board.

Dr. Jones expressed concern and opposition to the modified language contained in the motion. Mrs. Byler said the intent of her motion was to standardize this request and the waiver granted with other waivers. Mrs. Byler deferred to legal counsel for suggestion as to what language change needs to be made in order to make this standard concur with other waivers granted by the Board.

Dr. Jones noted that, at the March meeting, it was brought to the Board's attention by counsel that the Board could only provide for one year's approval to open prior to Labor Day. There could be an approval of the program for multi-years but not an approval to open prior to Labor Day except for one year. Mrs. Davidson asked that if the language in the third from the last paragraph stated "which may be extended" instead of "which will be extended," is this not the way in which the school division can come back each year and request a n extension of this.

Mrs. Byler made a substitute motion to adopt the resolution with the original language in the Board's April book. Mrs. Davidson seconded the motion.

Mr. Goodman said that his vote will be in opposition to the resolution for the same reason he stated at the March meeting, which is because of the sentence in the resolution which states that "whereas the School Board of the City of Virginia Beach has developed an operating calendar that meets the definition of an innovative program." Mr. Goodman said he supports what Virginia Beach is doing but the proposal does not fit within the definition of an innovative program, which the law requires. Ms. Noble said she is also looking at the law and the definition of an innovative program. Dr. Jones said it is unique but it is not experimental. Dr. Jones said he does not favor the law because localities should be able to open school when they desire but the law is the law and he does not believe this meets the parameters of the law.

Mr. Goodman complimented Ms. Noble on the way she has handled her duties on presiding on this issue because it has been difficult, especially last month with the number of people attending the Board meeting.

Mrs. Murphy clarified that the substitute motion made by Mrs. Byler is to adopt and approve the language in the resolution, which is Item "T," in the Board's April packet. Ms. Noble called for the Board members to vote by show of hands.

The following Board members were in favor of the motion: Mrs. Davidson, Mrs. Byler, Mrs. Rogers, and Mrs. Genovese. The following Board members opposed the motion: Mr. Goodman, Ms. Noble, and Dr. Jones. The motion to adopt and approve the

language in the resolution, which is Item “T” in the Board’s April packet, carried with a vote of 4 to 3.

The resolution reads as follows:

Clarification of the Vote Taken by the Board of Education at the Meeting on March 22, 2001 on Item K: First Review of a Request for Approval of an Innovative Program Involving Opening Prior to Labor Day from the Virginia Beach City School Board

WHEREAS, ' 22.1-79.1 of the *Code of Virginia* requires local school boards to set the school calendar so that the first day students are required to attend shall be after Labor Day, unless a waiver is granted by the Board of Education; and

WHEREAS, one of the conditions set forth in ' 22.1-79.1 of the *Code* for granting such a waiver is that the school is operating an experimental or innovative program that requires schools to open prior to Labor Day approved by the Board pursuant to the provisions of 8 VAC 20-131-280.D of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*; and

WHEREAS, the school board of the city of Virginia Beach sought approval of an innovative program that extends the school year and school day and includes the adoption of a calendar for the 2001-02 school year that requires schools to open prior to Labor Day; and

WHEREAS, the Board of Education has defined an innovative program as one shown to produce a positive educational effect, but which does not meet standard operating or procedural requirements; and

WHEREAS, the approval of schools to operate on an extended year calendar requires approval of the Board of Education; and

WHEREAS, the school board of the city of Virginia Beach asked at this Board’s March meeting to operate all of its schools on an extended year and school day schedule; and

WHEREAS, the school board of the city of Virginia Beach has developed an operating calendar that meets the definition of an innovative program; and

WHEREAS, the Board accepted the proposal of the Virginia Beach School Board and granted a waiver, but did not pass a full resolution setting forth its action and now desires to do so;

NOW, THEREFORE BE IT RESOLVED THAT the Board approves, for three years beginning with the 2001-02 school year, the innovative program proposed by the Virginia Beach Public Schools that operates on an extended year and extended day schedule and grants a waiver of the provisions of ' 22.1-79.1 of the *Code* to open prior to Labor Day only for the school year 2001-02.

AND BE IT FURTHER RESOLVED THAT, the Virginia Beach City School Board shall submit reports no later than October 1 following each year the program is operated on the improvement of Standards of Learning test scores for each school opening prior to Labor Day;

AND BE IT FINALLY RESOLVED THAT, as a result of action that may be taken by the General Assembly of Virginia that results in a change in the provisions of ' 22.1-79.1 of the *Code of Virginia*, the approval to operate programs requiring schools to open prior to Labor Day may be withdrawn upon notification to the Virginia Beach City School Board without further action by the Board of Education.

Adopted in Richmond, Virginia, This Twenty-sixth Day of April in the Year 2001.

EXECUTIVE SESSION

Mrs. Murphy said that the Board will go into executive session under Virginia Code Section 2.1-344A.1 specifically to discuss personnel matters related to licensure. The motion was seconded by Mrs. Genovese and carried unanimously. The Board adjourned for Executive Session at 1:21 p.m.

The Board reconvened in open session at 1:45 p.m. Mrs. Murphy said that the Board will certify by roll call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening the executive session were heard, discussed or considered by the Board.

Board Roll Call:

Schroder - Yes
Noble - Yes
Byler - Yes
Davidson - Yes
Goodman - Yes
Christie - Yes
Genovese - Yes
Jones - Yes
Rogers - Yes

Mrs. Noble made the motion that the Board accept the panel recommendations in the following:

Case #1 – Mrs. Rogers made a motion that the Board accept the panel recommendation. The motion was seconded by Mr. Genovese and carried unanimously.

Case #2—Mrs. Genovese made a motion that the Board accept the panel recommendation. The motion was seconded by Mrs. Rogers and carried. Mr. Goodman opposed.

Case #3—Mrs. Genovese made a motion that the Board accept the panel recommendation. The motion was seconded by Mrs. Rogers and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education and Board of Vocational Education, Ms. Noble adjourned the meeting at 2:14 p.m.

President

Secretary

Attachment A

Certification	Issuing Organization
A+ Certification	CompTia
Accredited Legal Secretary (ALS)	National Association of Legal Secretaries (NALS)
Air Conditioning Installation Technician	North American Technician Excellence, Inc. (NATE)
Air Conditioning Service Technician	North American Technician Excellence, Inc. (NATE)
Air Distribution Installation Technician	North American Technician Excellence, Inc. (NATE)
Air Distribution Service Technician	North American Technician Excellence, Inc. (NATE)
Automotive Technician (ASE)	National Institute for Automotive Service Excellence (ASE)
Certified Computer Service Technician (CST)	Electronics Technicians Association, International (ETA)
Certified Customer Service Specialist (CSS)	Electronics Technicians Association, International (ETA)
Certified Electronics Technician (CET) Associate	Electronics Technicians Association, International (ETA)
Certified Hospitality Supervisor (CHS)	American Hotel and Motel Association (AH&MA)
Certified Internet Webmaster Associate	CompTia/ProSoft
Certified Internet Webmaster Application Developer	CompTia/ProSoft
Certified Internet Webmaster E-Commerce	CompTia/ProSoft
Certified Internet Webmaster Enterprise Specialist	CompTia/ProSoft
Certified Internet Webmaster Internetworking Professional	CompTia/ProSoft
Certified Internet Webmaster Security Professional	CompTia/ProSoft
Certified Internet Webmaster Server Administrator	CompTia/ProSoft
Certified Internet Webmaster Site Designer	CompTia/ProSoft
Certified Medical Assistant (CMA)	American Association of Medical Assistants (AAMA)
Certified Novell Administrator	Novell
Certified Novell Engineer	Novell
Certified Satellite Dish Installer	Electronics Technicians Association, International (ETA)
Child Development Association (CDA) National Credential	Council for Professional Recognition
Cisco Certified Networking Associate (CCNA) – Routing and Switching	Cisco Systems
Cisco Certified Networking Associate (CCNA) – WAN Switching	Cisco Systems
Collision Repair and Refinishing Technician (ASE)	National Institute for Automotive Service Excellence (ASE)
Consumer Electronics Certification (CEC)	Electronics Technicians Association, International (ETA)
Damage Analysis and Estimating Certification (ASE)	National Institute for Automotive Service Excellence (ASE)
Developer for Java 2 Platform	Sun Microsystems
Emergency Medical Technician	Department of Health, Office of Emergency Medical Services
Engine Machinist (ASE)	National Institute for Automotive Service Excellence (ASE)
Enterprise Architect for Java 2 Platform	Sun Microsystems
Fiber Optics Installer Certification (FOIC)	Electronics Technicians Association, International (ETA)
Gas Furnace Installation Technician	North American Technician Excellence, Inc. (NATE)
Gas Furnace Service Technician	North American Technician Excellence, Inc. (NATE)
Heat Pump Installation Technician	North American Technician Excellence, Inc. (NATE)
Heat Pump Service Technician	North American Technician Excellence, Inc. (NATE)
Hospitality Skills Certification - Front Desk Agents	American Hotel and Motel Association (AH&MA)
Hospitality Skills Certification - Restaurant Servers	American Hotel and Motel Association (AH&MA)
Hospitality Skills Certification - Room Attendants	American Hotel and Motel Association (AH&MA)
i-Net+ Certification	CompTia
Java Programmer for Java 2	Sun Microsystems
Machining Skills - Level 1	National Tool and Machining Association (NTMA)
Medium and Heavy Duty Truck Technician (ASE)	National Institute for Automotive Service Excellence (ASE)
Metallforming Skills - Level 1	National Tool and Machining Association (NTMA)
Microsoft Certified Database Administrator (MCDBA)	Microsoft
Microsoft Certified Professional + Internet (MCP+I)	Microsoft
Microsoft Certified Professional + Site Building (MCP+Site Building)	Microsoft
Microsoft Certified Solution Developer (MCSD)	Microsoft
Microsoft Certified Systems Engineer (MCSE)	Microsoft

Microsoft Certified Systems Engineer + Internet (MCSE+I)	Microsoft
Microsoft Office User Specialist (MOUS)	Microsoft
Network+ Certification	CompTia
Nurse Aide	Virginia Board of Nursing
Oil Furnace Installation Technician	North American Technician Excellence, Inc. (NATE)
Oil Furnace Service Technician	North American Technician Excellence, Inc. (NATE)
Oracle Application Developer	Oracle Corporation
Oracle Database Administrator (DBA)	Oracle Corporation
Outdoor Power Equipment Certifications	Equipment and Engine Training Council
Parts Specialist – Automobile or Medium/Heavy Truck	National Institute for Automotive Service Excellence (ASE)
School Bus Technician (ASE)	National Institute for Automotive Service Excellence (ASE)
SENSE Training Program Certifications (Welding)	American Welding Society (AWS)

License	Issuing Organization
Cosmetology	Virginia Board of Cosmetology (Dept. of Professional & Occupational Regulations)
Nail Technician	Virginia Board of Cosmetology (Dept. of Professional & Occupational Regulations)
Practical Nursing	Virginia Board of Nursing
Real Estate Salesperson	Virginia Real Estate Board (Dept. of Professional & Occupational Regulations)

Attachment B

Additional Substitute Assessments Recommended by Accountability Advisory Committee April 25, 2001

The Accountability Advisory Committee met on April 25, 2001, and approved the following tests to be recommended to the Board of Education as substitute tests for verified credit. The Department of Education has reviewed the tests that are listed in the tables below against the related Standards of Learning. These recommended substitute tests have received a moderate to high correlation with the content of the related Standards of Learning tests. The recommended tests meet the SOA criteria in 8VAC 20-131-110.B and 8 VAC 20-131-50.B.4 (Footnote 5 and C.2, Footnote 5).

Mathematics Substitute Assessments

SOL Test	Substitute Test	Proficient	Advanced
Algebra I	Cambridge International Examinations: Further Mathematics (AICE)		
	Cambridge International Examinations: Mathematics (AICE)		
	Cambridge International Examinations: Further Mathematics (A Level)		
	Cambridge International Examinations: Additional Mathematics (IGCSE)		
	Cambridge International Examinations: Mathematics (IGCSE)		
	ACT: Mathematics Subtest		
	IB Mathematics (Higher Level)	2	3
Algebra II	Cambridge International Examinations: Further Mathematics (AICE)		
	Cambridge International Examinations: Mathematics (AICE)		
	Cambridge International Examinations: Further Mathematics (A Level)		
	Cambridge International Examinations: Additional Mathematics (IGCSE)		
	IB Mathematics (Higher Level)	2	3
Geometry	Cambridge International Examinations: Mathematics (IGCSE)		
	ACT: Mathematics		

SOL Test	Substitute Test	Proficient	Advanced
	Subtest		
	IB Mathematics (Higher Level)	2	3
	IB Math Studies (Standard Level)*	2	3
	IB Math Methods (Standard Level)*	2	3
	SAT II Math IC*	400	500
	SAT II Math IIC*	400	500
	AP Calculus*	2	3

* This test has already been approved to substitute for the *Algebra I* or the *Algebra II* SOL tests. In light of revisions to *Regulations Establishing Standards for Accrediting Public Schools in Virginia* which state that a substitute assessment “must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given” (8 VAC 20-131-110.4), this test is now also being recommended as a substitute for the *Geometry* SOL test because knowledge of geometry is a prerequisite to success on the test.

Science Substitute Assessments

SOL Test	Substitute Test	Proficient	Advanced
Earth Science	Cambridge International Examinations: Environmental Science, GCE - AS Level		
	AP Environmental Science*	2	3
Biology	Cambridge International Examinations: Biology, GCE - A Level		
	Cambridge International Examinations: Biology, GCE - AS Level		
	ACT: Science Reasoning Subtest		
Chemistry	Cambridge International Examinations: Chemistry, GCE - A Level		
	Cambridge International Examinations: Chemistry, GCE - AS Level		
	ACT Science Reasoning Subtest		

*The AP Environmental Science test has previously been considered as a substitute assessment. In light of revisions to *Regulations Establishing Standards for Accrediting Public Schools in Virginia* which state that a substitute assessment “must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given” (8 VAC 20-131-110.4), this test is now being recommended for reconsideration as a substitute for the *Earth Science* SOL test because knowledge of earth science is a prerequisite to success on the test.

History and Social Science Substitute Assessments

SOL Test	Substitute Test	Proficient	Advanced
World Geography	Cambridge International Examinations: IGCSE Geography		
	Cambridge International Examinations: GCE - AS Level		
	Cambridge International Examinations: GCE - A Level		

English Substitute Assessments

SOL Test	Substitute Test	Proficient	Advanced
English: Writing	Cambridge International Examinations: English Language (GCE-AS)		
	Cambridge International Examinations: IGCSE English as a Second Language		
	ACT: Writing Subtest		
	WorkKeys: Writing		
	AP English Literature and Composition*	2	3
English: Reading/Literature/Research	Cambridge International Examinations: Language and Literature in English (IGCSE)		
	Cambridge International Examinations: IGCSE English as a Second Language		
	ACT: Reading Subtest		
	AP English Language and Composition**	2	3

*The AP Literature and Composition test includes both literature and writing but no research questions. It has already been approved to substitute for the *English: Reading/Literature/Research* SOL test. In light of revisions to *Regulations Establishing Standards for Accrediting Public Schools in Virginia* which state that a substitute assessment “must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given” (8 VAC 20-131-110.4), this test is now being recommended as a substitute for *both* the *English: Reading/Literature/Research* and the *English: Writing* tests. The AP Literature and Composition test may be used to earn two English verified units of credit.

**The AP Language and Composition test has already been approved to substitute for the *English: Writing* SOL test. In light of revisions to *Regulations Establishing Standards for Accrediting Public Schools in Virginia* which state that a substitute assessment “must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given” (8 VAC 20-131-110.4), this test is now being recommended as a substitute for *both* the *English: Writing* and the *English: Reading/Literature/Research* tests. The AP Language and Composition test may be used to earn two English verified units of credit.

Student-Selected Test for Verified Credit

For both the Standard and the Advanced Studies Diplomas, a student must earn one verified credit by taking an additional SOL test of his/her choice. The SOA provide that "a student may utilize additional assessments for earning verified credit in computer science, technology, or other areas as prescribed by the Board in 8 VAC 20-131-110.B."

Student-Selected Test Area	Substitute Test	Proficient	Advanced
Computer Science/Technology	Advanced Placement Computer Science A*	2	3
	Advanced Placement Computer Science AB*	2	3
	College Level Examination Program (CLEP): Information Systems and Computer Applications*	30	40
	International Baccalaureate Computer Science (Standard Level)*	2	3
	International Baccalaureate Computer Science (Higher Level)*	2	3

*These examinations have been approved to satisfy the technology component of the Board of Education's Seal of Advanced Mathematics and Technology.